Childhood Education

Pressures in School and Community

October 1960

ELIZABETH MACDONALD MEMORIAL FUND
150 E. 35th St.
Edmond, Okla.

Journal of the Association for Childhood Education International

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Microfilm copies of Vols. 30, 31, 32, 33, 34, 35, 36 are available. (For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.) Sept. 1960 through May 1961 (Vol. 37) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to CHILDHOOD EDUCATION.

For Those Concerned with Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

Childhood Education

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Subscription $4.50. International membership (includes subscription to CHILDHOOD EDUCATION and *Branch Exchange, Yearbook* and all bulletins as released) $10. Life membership $100. Single copies 75 cents. Send orders to 3615 Wisconsin Avenue, N. W., Washington 16, D. C. Second-class postage paid at Washington, D. C.
Copyright 1960. Association for Childhood Education International, Washington 16, D. C.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N. W., Washington 16, D. C.

Courtesy, St. Louis Public Schools

Declaration of the Rights of the Child

In 1959 the UN General Assembly unanimously adopted and proclaimed a Declaration of the Rights of the Child, setting forth those rights and freedoms which every child, without exception, should enjoy.

The first general recommendation coming out of the forums of the 1960 White House Conference on Children and Youth is to endorse this Declaration.

PREAMBLE

WHEREAS THE PEOPLE OF THE UNITED Nations have, in the Charter, reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give,

Now therefore, The General Assembly Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals and upon voluntary organizations, local authorities and national governments to recognize these rights and strive for their observance by legislative

and other measures progressively taken in accordance with the following principles:

Principle 1. The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3. The child shall be entitled from his birth to a name and a nationality.

Principle 4. The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5. The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6. The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of state and other assistance toward the maintenance of children of large families is desirable.

Principle 7. The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

Principle 8. The child shall in all circumstances be among the first to receive protection and relief.

Principle 9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Principle 10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

The General Assembly, Considering that the Declaration of the Rights of the Child calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national governments to recognize the rights set forth therein and strive for their observance,

1. *Recommends* governments of member states, the specialized agencies concerned and the appropriate non-governmental organizations to publicize as widely as possible the text of this Declaration;

2. *Requests* the Secretary-General to have this Declaration widely disseminated and, to that end, to use every means at his disposal to publish and distribute texts in all languages possible.

Ed. Note: The White House Conference on Children and Youth has released its recommendations. The 85-page document contains 670 suggestions for the improvement of child life in the United States. Entitled *Recommendations Composite Report of Forum Findings*, it may be secured from Superintendent of Documents, Washington 25, D. C. Price, 35¢.

Pressures and Pivot Points

We watched some kindergartners on a school playground struggle over a seesaw. All of them wanted fun, but stalemates kept occurring. At first there was just one little girl, sitting alone on the down end of the plank. Then a stocky boy got onto the other end, bringing it down with a bump and hoisting the little girl into the air. While he jumped, ineffectually, she bumped and shrieked, until two of her friends rushed to her rescue. They reversed the difficulty: now the boy was up in the air and his three opponents sat earthbound. Five more children joined the scramble, some climbing on the one side, some on the other. Screams multiplied and the seesaw jolted first this way, then that way. Once it hung balanced momentarily, but then all the children on both sides jumped. The seesaw shook roughly and lurched into jolting again; the yelling grew angrier.

Before the teacher could reach them, a wiry little boy scrambled up to the pivot point and—standing there, feet wide apart—began shifting his weight from one side to the other. In about three seconds the plankful of children began to move rhythmically up and down. The boy in the middle could hardly have weighed a tenth of the combined weight of the children, but he had brought order out of chaos. He knew precisely where to take his stand and how to use himself to produce the smooth-swinging fun all of them wanted.

In a rapidly changing society most people tend to behave like the children on the seesaw. Changes, of whatever kind, produce new pressures; and changes and pressures combine to arouse anxiety. Someone sends up a cry of alarm that others catch up and multiply; then, because under the impact of anxiety our first impulse is always to *do* something, we rush into action, throwing our weight onto this extreme or that. The result is all too often a series of bumps and hoists, of stalled balances or violent reversals of imbalance, with charges and countercharges hurled back and forth by antagonists.

Progress can come only out of change and pressures and the constructive resolution of conflict. To those of us who are not educators but who work with them toward common goals, it seems right and good that schools should be sensitive to community pressures. *It seems crucial that thoughtful educators should find and get onto the pivot point of every issue that affects education.* They can never hope to outweigh the enthusiasts who load the extremes, but from the vantage of the pivot point they can use their weight effectively to moderate the ups and downs and ultimately to bring the opposing forces into functioning unity.

To find pivot points is the first task. Few of us will be so discerning as to see them at a glance. We can learn to observe, to listen with sensitivity and to evaluate with discrimination, and—in time—to question searchingly. When we have learned to ask the right questions, we shall be within reaching distance of the answers.—Lorene A. Stringer, *Research Project Director, St. Louis County Health Department, Clayton, Missouri.*

By GLADYS GARDNER JENKINS

What Price Pressures?

Which pressures produce good results?

Which pressures cause children to retreat in defeat?

What price is paid for "toughening up the curriculum"?

WHEREVER WE GO IN THE WORLD WE hear talk about pressures that grownups are under. At the very time we bemoan pressures which bedevil *us,* we do not seem to be fully aware of the pressures we are "pushing" on boys and girls: pressures to behave in a socialized way; to be popular—to belong to the group; to achieve in school and get to college; to hold their own in a competitive world; to take advantage of all the advantages; to live in a world which even grownups cannot say is safe and secure.

Voices of Adults

As if these pressures were not enough for our children to face, many adults are adding to pressures in the name of education: We must see that each child lives up to his potential. We must "toughen up" the curriculum. There must be more homework. We must do away with "frills." The under-achiever must be made to achieve. The child must understand his responsibility to society. Children must work harder. They must stay in school longer hours. These are a few of the clichés that keep cropping out in articles, reports, speeches and everyday conversation. These clichés are often used by adults who want their children to have the kind of education which will help prepare them to become creative, constructive citizens—citizens who can best fill our country's need for intelligent, productive manpower. Furthermore, they are often used by adults who understand the seriousness of our times and are sincere in their efforts "to do right by our children." *Their motivation is right, their realization for the need of intelligent and productive manpower is right, but their knowledge of children and how they grow and develop is inadequate.*

Voices of Children

On the other hand, we hear the voices of boys and girls: "I don't want to be in the honors program, I'm afraid I can't carry it." "I can't go to bed yet, my homework isn't done." "Do I have to go to summer school? I told the kids I'd be back at camp." We hear nine-year-old Steve sob himself to sleep because he struck out in the Little League game and lost for his team. When we add to these voices reports from school principals and counselors of mounting tensions in children and the concern in one school system over the many kindergarten children already on tranquilizers, we realize the problem of pressure is mounting and cannot be ignored. We are beginning to ask, "What price pressure?"

Which Are Useful? Destructive?

We know that neither we nor our children can escape from *all* pressures and that it might not be desirable if we

could. A certain degree of pressure acts as a driving force to go on to the next step: the desire to learn to read the next word, to finish the job which we want to do, to win the race, to score for the team. What is the difference between useful and destructive pressures?

Constructive pressures are closely allied with other parts of learning: motivation and reward of satisfaction through achievement:

Six-year-old Betty had turned over the pages of books, looked at pictures and listened to stories ever since she was tiny. She wanted to learn to read and was ready to read when she entered first grade. Pressure to exert herself to figure out words, phrases and meanings was wholesome and satisfying. She was rewarded by her own delight and pleasure as she ran home to her mother calling, "I can read, Mummy, I can read!" An added reward was the obvious pleasure of her parents and teacher. Billy, Betty's classmate, didn't have the same success in reading. He struggled along, for reading came hard to him. The pressure of his kindly teacher to have him try just a bit harder, to ask him to pay better attention (the I-know-you-can-do-it kind) resulted in a defeated, distressed and anxious child. Billy had been asked to do something for which he was not ready. In Betty's case, pressure was a spur to work and ended in a feeling of satisfaction and competency—a picture of the self as someone who "can do." But Billy ended first grade with a discouraged picture of himself as someone who was inadequate and as someone who had disappointed his parents and his teacher. Pressure produced increasingly more serious results for Billy.

Pressure put on as pressure alone will almost always fail. Parents who nag a child to do better—without understanding why he is not making progress—may end up with an under-achiever. Pressures may be positive if they are combined with motivation which arouses curiosity and interest and makes the child want to exert pressure from within himself to accomplish what he is eager and able to do. *External pressure is of little value. Motivation toward inducing inner pressure is much more effective and infinitely less in danger of backfiring.* Here again we must be sure that the motivation is toward a goal possible to achieve.

A boy scientifically bent—absorbed in pursuing an idea to its conclusion—may put much pressure on himself to dig up material, to find the way to complete his apparatus, and work through to the completion of his project. Another boy may be completely "at sea" about the nature of the experiment. He may see no clear goal, only words, figures and apparatus which confuse and discourage him. One of the greatest challenges to a teacher is to recognize the goal which a Jim or a Sam can achieve. The teacher's job is to motivate inner pressures toward achievement of that goal. If the same goal is used for both boys, one may succeed and the other retreat in defeat.

Toughening Curriculum for Whom?

When we speak of "toughening up the curriculum," we must ask, "How? For whom?" A curriculum "toughened up" to provide stimulus for the out-reaching mind (college-bound child) may boomerang on the child whose goals should be in a different direction, resulting in non-promotion or failure. Stiffer standards with stiffer exams may result in pressure situations which have an ill-assorted array of undesirable outcomes trailing behind. The under-achiever is often a child upon whom pressures to succeed have been too heavy; he has pulled out of the race for which he was basically well equipped. Cheating increases in proportion to the emphasis put upon a goal beyond the reach of many children who compete *not* because of personal desire and motivation but because of a situation from which there is no other escape. It takes effort to reach a goal. An adult may press on in spite of difficulties and discouragements because he sees possible results and meanings which will lead to achievement of future goals. But a young

child is not an adult. His goal is immediate. (His goal is not the career for which his parents would like him to prepare.) *When "the going gets hard" for a child, the motivation must have immediate childlike satisfactions and meaning.* He must feel the inner drive to press on rather than turning toward goals which have less meaning and less immediacy.

When pressure is exerted to get a task accomplished (as a step in learning essential for a child's progress), the adult needs to ask himself:

> Is this child ready for this step? Or do I just think he *should* be ready? Has he mastered the step which leads to this? Does *he* have a feeling that he is ready to go on? Is the step one that he can be reasonably expected to take? Have I left a way of moving back if he is not ready (to avoid a deep sense of failure)? Have I helped him to see where this is leading?

Positive and Negative Pressures

Intensity and kind are two things to remember about pressure. An intense pressure is never justified unless it is an emergency situation; e.g., when the child's safety is involved. It is never desirable in a classroom learning situation. *Positive pressures bring best results: reward of success and satisfaction of achievement.* Negative pressures of punishment (or lack of reward) may sometimes be used and are occasionally necessary. But, *if continually surrounded with negative pressures, a child will either withdraw into himself or hit back.* There are many subtle negative pressures which can undermine a child's faith in himself and lead to negative results. A parent or teacher's disappointed look, his tight lip over the report card, his sarcastic and undermining remark, his comparison of a child with brothers or sisters (or others) in an attempt to shame him into doing better are negative pressures. These are often used carelessly by those who fail to reach a child through understanding and insight and to find the real causes for lack of success.

Gladys Gardner Jenkins is lecturer, George Washington University, Washington, D. C.

If we want children to be creative, pressure is not the answer. *Creativity rarely develops from outward pressure. It may come from the inner pressure of ideas which flow into the mind and demand a way of expression. We can create an atmosphere in which this can happen.* A child who feels comfortable with his parents and teacher—who finds it is safe to ask questions, express ideas, come up with opinions, try doing things even if he makes mistakes—responds to pressures within himself by carrying through to successful performance. This is what we want for children. The child who is told to create may stare at a piece of paper, a hunk of clay or the makings of a science project and leave the paper blank or the material untouched—however filled his mind is with ideas.

Some Can Take It—Others Can't

Some children can take more outside pressure than others. Some do some of their best work under the stimulus of a race or an eagerness to be someone else or to beat their own record. These are the ones who have met success along the way and have developed a confidence in themselves as doers and achievers. They have a chance to win and they know it. Here—as everywhere else in understanding children—we must make room for individual differences which so truly exist. One child may eagerly push ahead while the other may crumple under pressure to compete. An undesirable award such as stars for the number of books read may spur one on and leave another unable to achieve his best. This is be-

cause he anticipates failure in relation to others in his family (or class).

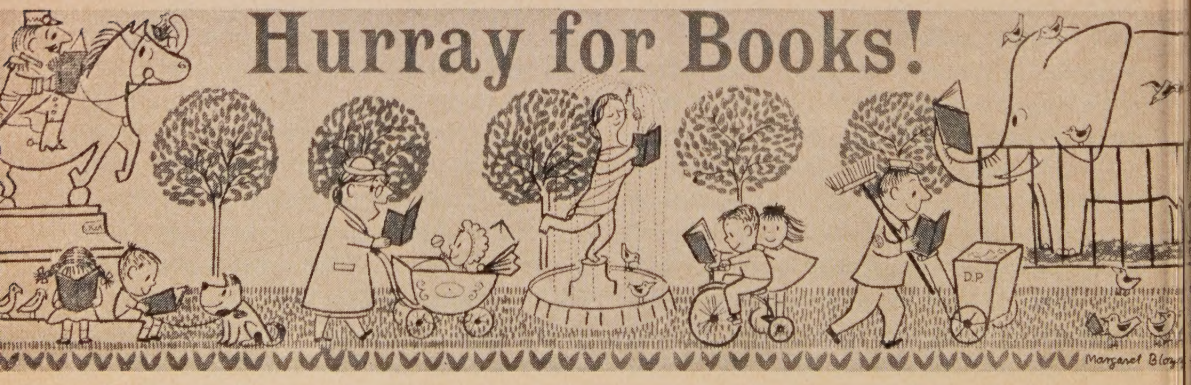
"But," we hear it said, "children must get used to being under pressure." *No one is more used to being under pressure than the utterly defeated child. What children need is to be helped to respond constructively to pressure. They cannot do this if they are pushed beyond their depth, and they are not likely to do this if they THINK they are beyond their depth.*

Positive Motivation Needed

If today's child is to be tomorrow's intelligent, well-informed, creative citizen, he will need motivation to fullfill his potential—not scoldings. Remember that he does not yet see as far as adults. Neither will more hours of schooling nor longer evenings of homework necessarily produce the creative, thoughtful minds we need so desperately. Stimulation that comes from exciting teaching which has meaning for the child (at whatever his level of ability) will go a long way toward stretching his horizons and freeing his potential. Then he will be able to better accept the humdrum parts of school work. Learning will become vital and important to him—not just to his parents or his teacher. *It is not pressure put on children that is needed but better positive motivation.* We find that the child who fails, the one in need of remedial help or the under-achiever, *usually begins to find himself when the teacher helps him to find himself, when his parents accept him with warmth as himself.* When this happens, he can see himself as someone of value, as someone with worth-while interests and ideas, as someone who can do things. He gradually loses his cocoon of self-defense and begins to move outward to take his rightful place.

Rather than add to outward pressures upon boys and girls, we need to release them whenever possible. We need to substitute encouragement to develop a child's own inner drives. This will involve a genuine interest in helping each child to develop his abilities and special gifts, in finding a way to give him more time on his own, not smothering him with things grownups feel are worth while; in keeping a balance between the things grownups feel must be accomplished during childhood and the growth needs of children which demand time and space in which to flourish. Children today are in danger of losing the necessary growing years—growing years at children's pace—because of pressures to grow at adults' pace.

Book Week, November 13-19



Courtesy, The Children's Book Council, Inc.

By HELEN HEFFERNAN

Pressures

To Start Formal Instruction Early

Helen Heffernan, chief, Bureau of Elementary Education, California State Department of Education, and chairman of the CHILDHOOD EDUCATION Editorial Board, tells how citizens can work for quality education, what pressures upon schools endanger the welfare of children and the effectiveness of teaching.

One of the greatest pressures—and perhaps the most dangerous—is the demand to start formal instruction early. Twentieth-century research supports the importance of building readiness for learning, and the author cites readiness for reading.

CURRENT PUBLIC INTEREST IN THE schools can result in great good or great damage to educational progress in our country. School people have long craved greater concern by parents and the public generally in the work of the school. Now that they have it, *school people wonder why public interest is not directed to the improvement of conditions which will make education more effective rather than to the minutiae of organization and methods of instruction to which professional persons have devoted years of technical training.*

Citizens Can Work for Quality Education

The public interested in the schools could become an immeasurably potent force in improving education if it directed its strength and influence to improve the conditions under which education takes place. All of the current interest in education could be fruitfully employed in America if citizens would work:

1. To see that every child has opportunity to go to school in a safe and educationally functional school building.
2. To see that every child is taught by a teacher who is a thoroughly qualified and professionally trained college graduate.
3. To see that every child is in a teachable-sized class enrolling not more than twenty-five children.
4. To see that every school has an excellent library.
5. To see that a generous supply of necessary instructional equipment and materials is provided to implement the work of the teacher.
6. To see that guidance and health services are provided for every school.
7. To see that closer cooperative relationships between home and school are maintained by means of individual parent-teacher conferences, parent study groups and information service.

Every teacher will agree that the foregoing seven items represent the indis-

pensable requirements for quality education. In achieving these goals, the public and the teaching profession would be challenged to develop constructive programs of coordinated effort.

Teachers find it difficult to maintain the zest and enthusiasm essential to effective teaching under conditions which frustrate their efforts to achieve educational goals. Now, in addition, they must strive to keep their perspective amid a cacophony of demands which frequently reveal utter ignorance of what is going on in the school or which are at complete variance with what teachers have learned as part of their professional training.

Pressures on Schools

"Teach more phonics," demand many insistent voices. The teacher answers, "The phonetic elements of the language are an integral part of all reading methods. *But children cannot learn to read by the use of phonics alone because about twenty per cent of the words in English are non-phonetic.*"

"I want my child to learn to speak a foreign language," says a parent who never disciplined himself sufficiently to master the complexities of a second language. The teacher says, "Learning another language is exceedingly difficult. Perhaps you can help me answer some questions. *Of the thousands* of languages spoken in the world, which one should the school teach your child?* Should your child learn his second language from a native speaker of the language? What shall we leave out of the present curriculum to find sufficient time for another difficult subject? How can we insure out-of-school practice in the second language?" But the parent has not been listening to the problems posed by the teacher. He is listening to another voice extolling the teaching of geometry in the kindergarten. Maybe that's the "new" thing to demand!

"The schools should maintain rigid grade standards for everyone," says a critic of the get-tough-with-the-kids variety. The teacher protests, "How can we maintain the same standard for everyone when psychology has piled up a mountain of evidence to prove that no two children are alike? *Children differ from one another in every conceivable way—background, capacity, interests.* They not only differ but the differences are great and persistent. One research study shows that intra-individual variability is eighty per cent as great as inter-individual variability. An educational program which places an inflexible series of topics by grade level and which expects the same learning by all children at each grade level is bound to miss the mark for many of them. *The curriculum must be flexible if a teacher is to meet the needs of each child at his level.*" Unfortunately this critic probably still thinks the law of individual variability can be abrogated by his fiat.

Much danger to the welfare of children and the effectiveness of teachers inheres in these pressures on the schools. Perhaps one of the most dangerous of all is the demand that subject-matter learning and particularly the learning of the skills of reading and mathematics be pushed down into the curriculum for the early childhood years.

In many instances, these demands come from persons who do not understand the richness and depth of the educational program good schools provide for the five- to eight-year-old children. A few days spent in kindergarten and primary classrooms would convince any intelli-

*Researchers from George Washington University, sponsored by the U. S. Office of Education, are undertaking an inventory of world languages. At present they estimate there are about 5,000 languages (includes a variety of distinct dialects).

gent open-minded observer that no time is being wasted.

Important Learnings

In many classrooms learning experiences are integrated around broad areas of human experience. In exploring these, the teacher emphasizes man's relationship to man and man's relationship to his physical world. Concepts in the social sciences and in the physical and biological sciences appropriate to the child's maturation are being learned. Health habits are being learned or reinforced by daily practice. Muscular coordination is being developed or improved through suitable games and the use of play equipment. The children are gaining significant language skills of listening; expressing ideas in sentences with correct usage; listening to stories, retelling and dramatizing them; enjoying poems. Art, music and rhythms are providing outlets for esthetic and creative expression. Many opportunities arise for counting, grouping, comparing objects and numbers, playing number games and measuring. Above all, young children are learning to establish social relations with their age mates, with younger and older children, and with adults outside of the family circle.

All of these are significant learnings, and for all of these experiences children are ready at some level. Provision is made for all of them in the modern school which accepts each child as he is. *For the young child these learnings are vastly more important to his development than the academic skills of reading and mathematics for which he has little need at this stage of his development.*

Readiness for Learning

Every child is ready to take *his* next developmental step—whatever that may be. No adult can actually say, with any assurance of being right, what the precise nature of any child's next developmental step may be. However, assessing a child's readiness for any aspect of learning is the first step taken by a successful teacher. It has become axiomatic in American education to *begin where the child is.* But there is no simple way to tell when a child is ready for any particular learning. A considerable amount of trial and error is unavoidable. This does not mean that the parents at home or the teacher at school is helpless. Just as the good gardener prepares the soil, selects fertile seeds, waters, weeds and guides the growth of his plants, so can parents or teacher create a social and physical environment favorable to natural growth. Since it is the nature of the child to grow and develop as he interacts with his environment, his adult-guides can have confidence about his normal response to a favorable environment.

Indicators of Reading Readiness

Readiness for any learning means that the child is able to bring to the task abilities equal to the demands of the specific situation. He must have all of these required abilities, not just some of them. Parents watching a child at home may observe certain behaviors which convince them that their child is ready to learn to read. He has a wide background of experience. He enjoys having stories read or told to him. He may even be able to retell a story with a high degree of accuracy. These abilities are true indicators of reading readiness, but they are not *all* the indicators and they are not enough. The child must also have sufficient mental development; he must have a degree of eye coordination sufficient to focus on the printed symbol and perceive it clearly; he must have the ability to attend to symbols; he must have attained sufficient social and emotional maturation

and in addition many, many other aspects of development. The lack of any one of these may result in the child's failure to read regardless of the excellence of his teacher's instructional methods.

Parents' eagerness to have their child "reading from a book" makes them overlook the fact that much of the time of the teacher in kindergarten and first grade is spent on the development of readiness by helping the child understand his social and physical environment, expanding his vocabulary so he may communicate with others about his experiences, building assurance and a healthy self-concept by success in many tasks for which the child *is* ready. Parents also have an important role in this developmental process. If they provide the child with a succession of interesting firsthand experiences, if they read to him frequently, if they let him see that they find pleasure in reading, if they tell him of their experiences and listen with warm interest as he tries to tell his, they are building a sound foundation for the child when he is physiologically and psychologically ready.

Experiences Needed for Interpretation

The "before-the-book" period in learning to read is by far the most important step in the process. In this period, *parents and teachers must be full partners in providing the experiences essential to interpreting what the child reads, for one can read with comprehension only what he already knows.* Parents and teachers can build a desire to read by their own pleasure in reading and by answering the child's questions rather than initiating formal reading lessons before the child is ready.

If the outcome of forcing reading instruction or any other formal instruction on the child were merely that he did not learn to read or to write numerals or to identify parallelograms or to speak French, this would actually not be too significant. But the child's failure to do what he realizes that parents and teacher expect him to do can create a psychological block which interferes with learning the particular skill when he has the experience, maturation, interest and coordination which would make the achievement of the task possible.

All of the research evidence of the twentieth century vigorously opposes forcing formal instruction upon children at an early age. Requiring children to make these refined adjustments before they are ready leaves in its wake injured nervous systems and personality destroying feelings of fear, inadequacy and frustration. Every teacher has grave responsibility to help parents understand that this demand upon the schools is fraught with serious results inimical to the welfare and future of young children.

WHAT DOES NURSERY SCHOOL OFFER? NURSERY SCHOOL OFFERS THE SMALL child a world of his own in which he can handle, manipulate and experiment with safety and satisfaction. In order to feel successful at ages 2, 3 or 4—and "feeling successful" is the key to the entire learning-and-trying process—the child needs many things.

He needs plenty of safe space in which to move about. He needs play equipment that will encourage constructive play, stimulate new ideas and hold up under constant hard use. He needs other children of or near his age to play with and a watchful, friendly adult, alert to the hazards in the play life of young children, who knows how to keep these social contacts from short circuiting.—*From "Why Nursery Schools," by Eveline Omwake. By permission of New York Council for Children, Responsible for the Joint Activities of New York State Association for Childhood Education and New York State Association for Nursery Education.*

By ALICE MIEL

Concerns for Children Everywhere

- - - *Elementary Education in Today's World*

This article is based on a talk given on the occasion of the Dedication of the Childhood Education Center August 14, 1960.

FIFTY-FIVE IRISH EDUCATORS STUDYING IN THE United States have a request: "Tell us about your methods in elementary education." Fourteen Iranian specialists investigating instructional materials in this country want to know about teaching devices built into our textbooks. Every day visitors from other countries ask educators here for information on the schools of the U. S. A. "How many teach this way?" "How many teach that way?"

It is not easy to answer these fellow educators from abroad. We know that one can find in some classrooms in our country almost every practice popular in the last two centuries, from the poorest to the best.

We have both homogeneous and heterogeneous classes. We have departmentalization and we have "self-contained" classrooms. We have textbook-workbook centered schooling in some spots and in others curriculum planning in which decisions on content are tailored for particular children. We have teachers who depend on indiscriminate assignments to keep children busy at school and at home after school, and we have teachers who plan with children how each child's learning may best be advanced. Variations on the old-fashioned slate and even a device for phonics drill patterned after the horn book of New England primer days are on the market at the same time that television is being employed as a teaching tool.

This topic might invite us to go further in describing education as it is in all its diversity in our fifty states. But current achievements of elementary education in the United States are important only as—at their best—they foreshadow what education might become for *all* children everywhere. On an occasion when the Association for Childhood Education International is dedicating a center planned for the benefit of all children two to twelve years of age in every land, it is appropriate to consider the kind of education we might be providing for these children in the world now taking shape. It is in this sense that we will be discussing the present generation growing up around the globe.

For a statement of our responsibility as educators to the world's children, there seems no better source than certain passages in the *United Nations Declaration of the Rights of the Child*[1] approved in 1959:

"The child shall . . . be given opportunities and facilities . . . to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity . . .

"The child is entitled to . . . an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment and his sense of moral and social responsibility, and to become a useful member of society . . .

"The child shall be . . . brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy

[1]See page 50 for complete text.

and talents should be devoted to the service of his fellow men."

These statements selected from ten principles included in the document present a weighty charge to all adults—to the education profession in particular.

Development as an Educated Person

To guarantee those particular rights of a child, education must emphasize several interrelated dimensions in the development of an educated person. These dimensions may be named as: (1) *learning to care,* (2) *learning to make informed judgments,* (3) *learning to take an active role in one's world.*

Learning To Care

A child must first be able to care about himself—look upon himself as a person of worth and "dignity"—before he can care about others; that is, have feelings of "friendship and universal brotherhood." He must learn to care about the consequences of his own and others' ideas and actions and, indeed, of ignorance and failure to act. These consequences often are remote in space and delayed in time. Caring about consequences is at the heart of "moral and social responsibility."

Caring about oneself and others means also caring about ideas and their expression through language and forms of non-verbal communication.

Caring should have direction. Although the words may have become dulled through unthinking repetition and although they are open to many interpretations, still we should like to have children care about *the good, the true* and *the beautiful.* The good, we may say with Albert Schweitzer, is that which maintains, assists, and enhances life.[2] Caring that all shall experience that which is life enhancing gives direction to an individual's living and is one guarantee that today's children will see the fullfillment of their right to be brought up in a "spirit of peace."

Learning To Make Informed Judgments

The *United Nations Declaration of the Rights of the Child* refers to the development of "individual judgment." This is one basis of becoming a "useful member of society." It will do little good to care about consequences of ideas and actions if there are lacking pertinent information and skills necessary for using such information to predict consequences and to check predictions.

In a world where there is so much to know, it is no easy task to remain informed on many questions. Certainly it is useless to store one's mind as an elementary school child with information that may or may not prove useful or even accurate in the future. Instead, the school can develop power in the children—power to go on learning under their own direction for the rest of their lives. Such power consists in part of knowing sources of information and useful methods of learning from each. For example, the symbols used in television, in print, and by an expert being personally interviewed are all different. This power is developed through genuine searches for desired information, in which process much interrelated information is inevitably encountered. The most useful and the most frequently reinforced information so encountered is likely to be retained. While power to search out information is being built, a store of understood and valued information is being accumulated. This store of information functions as a set of categories useful in organizing further information as it is added.

The power of self-directed learning may be enhanced even further through helping children to gain control over systems of thought. Children may be helped to gain understanding of the core of each of several disciplines—the kind of questions asked, the ways answers are sought, the symbol systems used to record findings—in short, the way knowledge is created in these different fields. With this fundamental understanding, of which only the beginning may be achieved in the elementary school, the individual has a basis for continued, independent learning in various areas of human inquiry. He understands the unique nature of the different disciplines; therefore, he can understand new developments in these disciplines. He may even turn out to be one of the individuals to add to our knowledge in one of these fields.

Caring about having the best and fullest information possible as one makes decisions and caring about truth for its own sake are essential to the power of self-directed learning. To quote Albert Schweitzer once more: "The highest honor one can show a system of

[2]Charles R. Joy, ed., *Albert Schweitzer, an Anthology* (Boston: The Beacon Press, 1947), p. 259.

thought is to test it ruthlessly with a view to discovering how much truth it contains, just as steel is assayed to try its strength."[3] This is the sort of attitude toward truth which children must achieve if they are to make *informed* judgments, rather than bow without question to the authority of superstition, custom or prestige.

Knowing how to inform oneself on a problem, knowing how to put this knowledge to work in formulating alternative solutions, and knowing how to test for possible consequences of a proposed solution are of little use if an individual does not trust his own informed judgment, does not see himself as an independent decision maker. This attitude must be reinforced, not denied, through elementary education.

Learning To Take an Active Role in One's World

As with other dimensions of developing as an adequately educated person, the contribution of the elementary school to active participation can only be one of starting children along a path and equipping them for at least the early stages of the journey. *Although the world today is smaller in the sense that one can circle it in a few hours, the world which a child of the late twentieth century is asked to encompass in his caring and his knowing and his active participation is much larger than the world of his grandfather or even his father.*

The child attending elementary school in this country today may some day be working shoulder to shoulder in the United Nations with a child now in school somewhere in Ghana, Indonesia or China. The chances are good that he will visit one or more foreign countries in his lifetime and he may live and work in one for some months or years. *Even though he never leaves his nation's boundaries, the child now growing up in almost any country of the world will be called upon to support various forms of international cooperation.*

If children are not to stop short of effective living, they must learn to take measures to translate their concerns and their judgments into socially useful action. The elementary school must help children to go the complete circle—caring about unrealized human potential all over the world, deciding what will improve conditions, and taking useful steps—often with others—in creating better conditions.

A foundational approach which the school must teach in this connection is a problem-solving one. Helping children become skilled in using methods of problem solving is a large order in itself. It means starting back with actual problem discovery, locating the focal point of difficulty as a way of clarifying an often vague and formless disturbance. It means going on a treasure hunt for information, selecting some facts as pertinent and rejecting others. It means testing various ways of organizing facts, patiently selecting and rejecting again and again if necessary. It means being as dispassionate as possible in judging the usefulness and authenticity of information as facts are combined and recombined to form new solutions. At the same time, it means consciously and deliberately weighing these possible solutions in terms of the highest of humanity's values! Which plan of action will be more likely to help us to achieve in terms of those values? Finally, it means taking action—mapping out plans, fixing responsibility for acting, accepting and carrying out responsibilities, accounting for one's part in the total effort, helping to judge whether the results are valuable, helping to judge the kinds and amounts of attention needed for follow through and revision. In short, it means continuity of effort. External vigilance still is the awesome yet welcome responsibility of one who would live under democracy. In all of this problem solving, the image is not of a person using such skills for his own selfish ends but of a person, in the language of the United Nations Declaration, devoting his "energy and talents . . . to the service of his fellow men."

Problem solving at its best is a highly creative process, yet to some it is too limited a process to account for all creativity in man. "The creative process," one writer argues, "is a manifestation of a fundamental ability to

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[3] *Op. cit.*, p. 30.

relate previously unrelated things."[4] The product may be something as tangible as a painting, a poem, a dance, a musical score or a dress design; or it may be an idea, a plan or a theory. The world needs such newness, such responses to changing conditions. To become "a useful member of society," as is the right of every child, each child should have an opportunity to make something of the creative potential that is in every human being. The fostering of creativity in all aspects of living is necessary for the development of a fully functioning person in today's world. Creativity is nourished by helping to keep minds open for exploring and seeing things in new relationships; by encouraging children to select the points at which they will attempt to create newness; by helping them learn to respect, understand and control the particular medium or media in which they will create; and finally by encouraging them to polish their product to the point where it is, in their own judgment, satisfying. The elementary school child may need help in developing standards of judgment, but he must learn to apply all tests himself if he is to learn the feeling of having created, if he is to be able to say with integrity and real conviction: "I made it and it is good." Pride in workmanship is the reward of the creator.

The School's Part

For children all over the world, the United Nations declaration of their rights will be implemented more rapidly and more surely if schools do their part. Schools everywhere have common obligations to the children who have a right to be served by them:

- to provide an education which makes sense to each individual, one which he can understand at every step;
- to provide an education which leaves a *useful* residue in the form of attitudes, knowledge and skills that make it possible and likely that the individual *will continue* to be a self-directed learner;
- to provide an education which functions for each individual in making a living and in leading a life of dignity, satisfaction, and usefulness to others.

The specifics will vary from country to country and from individual to individual because the priorities will differ. But the elemental gifts with which education should endow each child to enable him to become a "powerful" individual, a self-respecting individual and a loving individual are as universal as is our common humanity.

The teacher of today's children anywhere in the world will need the understanding and the caring, the time and the equipment to respond to each child in terms of the meaning which a particular situation has for him, to know and to care that each is learning all that he can of what he needs and wants to learn. This teacher will be meticulous and precise in meeting his responsibilities to each child so that each can know what it means to have "equal opportunities . . . to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity." This is what is desired by those who today are presenting this building and its services to the children of the world.

[4]Paul Smith, ed., *An Examination of the Creative Process* (New York: Art Directors Club, 1959), p. 18.

Memo to: KINDERGARTEN TEACHERS
From: MURIEL CROSBY, Wilmington Public Schools, Delaware

Kindergarten teachers need to be assured of the significant role they play in the total elementary school program. They seem to me to be:

- aware of the genuine needs of young children
- skilled in providing experiences that have meaning for five-year-olds
- devoted to making the kindergarten program appropriate and aware that the so-called first-grade objectives are *not* to be forced upon five-year-olds
- able to resist with sincere conviction the pressures currently present to force five-year-olds into an academic pattern that they will all too soon face as six-year-olds.

Kindergartens are not "reading kindergartens." There is no research evidence to support the belief that youngsters introduced to reading in kindergarten are better readers in third grade or sixth grade than are comparable youngsters who are introduced to reading at the appropriate time in first or second grade. In fact, there is evidence to the contrary. Studies made of youngsters required to read in first grade as compared to youngsters whose formal reading experience does not begin until second grade have revealed equal or superior reading ability at the end of the third grade. Wrightstone found this out in the early thirties and Olsen's recent studies support it.

Courtesy, Campus Lab. School, San Diego State College, Calif.

Long ago:
Man counted the days by marks on a stick.
A day a thin mark and a season thick.

TIME

By KATHRYN HUESTIS

Children deal with time concepts which oftentimes adults cannot fathom. Kathryn Huestis, third-grade teacher, University Elementary School, Northern Illinois University, DeKalb, was a visiting teacher at the University of Nebraska Laboratory School, Lincoln, when this study was made by eight-year-olds. It still has value to others—even though time has lapsed since it was written. A similar study can be made in greater depth by older children.

DAYTIME—NIGHTTIME—VACATION TIME—school time—work time—play time—happy times—sad times—lean years—fat years. Many moons ago—then and now—after awhile—once upon a time—all indicate time. What time means in the space age none of us quite know.

This is what a group of eight-year-olds was trying to determine and they probably came nearer to an understanding of the *real* meaning of time than many adults will ever come! If our children are ready for the acceleration which is upon us then we need to recognize that

children oftentimes will be dealing with concepts which we ourselves have not fathomed with depth and clarity.

We do not know what tomorrow will bring. There was a time when we thought it would be like today and we got the children "ready" for it. Those of us who hadn't realized the futility of this goal had a jolt when man began to invade space. We do not know what is on the moon, but surely our children will get there during their lifetime. We know one thing for certain—each child will need every bit of potential he possesses. But, we do not even know *what* that potential is; we do not know *when* he is doing his best. We cannot instruct him *what to do* in the space age nor *how to do it,* but we can kindle his curiosity and increase his opportunities to probe deeply into areas of special concern to him. We can motivate and challenge him to find, to read, to analyze, to evaluate and to appreciate.

Children have questions. We can help them become increasingly adept in learning the processes for solving questions and in testing the solutions reached. We cannot afford to have children give less than their best effort to evaluating procedures and solutions. It is through the evaluating processes that children gain power which readies them for accelerated living—accelerated living which is upon us, which frightens many of us, but which can become an exciting challenge. When this group began to be fascinated with concepts of time and I realized that this was no passing or superficial interest, I encouraged them to define their questions and to plan a systematic study of them.

Many Concepts of Time

Many children gained a real concept of time. They discussed and explained reasons for the time changes between Lincoln and Denver. By making four big clocks and by fitting one clock on to the other they discovered details of time changes. Making their own paper plate clocks and practicing telling arrival and departure times for planes or trains at various cities in *time zones* across the United States gave them a better understanding of a.m. and p.m. It also gave a better understanding of hours such as 9:40, 6:55, 3:35.

These children seemed to think of *time space*—army relatives were six hours away—rather than the simple place space thought of by their teacher. A *time line* was made as the children figured how many years ago the first clock and the first watch were invented.

Children developed *shadow sticks* and kept track of their time schedule via shadows. They developed an awareness of how and why their shadow varied from place to place and hour to hour.

Sundials were constructed and used in such a way the children gained an awareness of the place of these sundials in the history of man. A more complete concept of time seemed to develop as they timed their homemade *hour glass.* How long is a minute? How long is an hour? This was made more comprehensive when they watched and waited for water to seep through one vessel from another as they did in India long ago. *Egg timer*s brought from home were timed and observed, similar to a device used to tell time in early days. Instead of water seepage from one vessel to another, sand trickled from one container into another of the same size.

"Many Moons Ago"

We discovered that we could tell *time by the seasons* too. From research in encyclopedias, science books and magazines we gained the meaning of: how the revolution of the earth makes the day and

night, how its spinning around the sun causes the magical changes in the world and unfolds its seasons. We went to the planetarium for this experiment.

When Indians said, "many moons ago," what did they mean? Some children were fascinated by the *study of the moon phases.* Again a trip to the planetarium helped to show the children how the moon travels around the earth and seems to change shape as it does. (It really is the same moon shining in the light of our sun.) A daily pictorial record kept for a month helped prove this concept: It takes about four weeks for the moon to go through all of the changes —about two weeks to change from a new thin moon to a full round moon and two more weeks to change to a new moon.

Another experience was *practicing reading or writing Roman numerals* so the marks seen on sundials in the museum (or on their own grandmothers' sundials) could be deciphered.

Telling time by the sky was more meaningful after a trip to the planetarium. A vivid demonstration of day, night, fall, winter, spring and summer skies led the interested students to want to learn more about these ways of telling time.

We discovered how man has preserved time when we went to the museum. We saw fossils. We also saw *newspapers* that had been published as early as the nineteenth century. These furnished records of special events, births, deaths, inventions. Time rolled back in front of our eyes. We live not only in the present but in the past (and the past is important to us). As we moved on down the aisles, displays of such *famous clocks* as Big Ben and the Colgate clock offered another avenue of interest.

Automation

Dioramas of automation opened up a new idea for some of these youngsters—automatic time switches! How does the automatic defrosting of commercial frozen food cabinets work? How do neon signs blink off and on? How do mist and light controllers for greenhouses work? The list could go on and on. It was agreed that "time is the most important factor in our world today."

Back in the classroom we attempted to capture our "present," but how could we preserve our summer? This is how we came to start a weekly newspaper. Such discussions as the children had on what should be printed! What discrimination they began to show! Would that some of our local papers would apply such rigid criteria!

Children interviewed teachers who had come from distant places. What intense work they did in learning to interview effectively! They preserved their own creative efforts in stories and poems. Since there was not space to state all of the facts they had learned concerning time, they had to analyze the significance of these.

The same processes used this summer will help them know how to investigate the moon should they land on it. They are powerful boys and girls with a new awareness of strength which will make it possible for them to face the unknown enthusiastically.

Words of Wisdom to Candidate

LEON, SHINING A PRESIDENTIAL CANDIDATE'S SHOES, ASKED HIM: "DO YOU go to school?" Answer: "No, I gave that up." Leon: "You should go to man's school and don't give it up!"

News HERE and THERE

By ALBERTA L. MEYER

1960-61 ACEI Fellow

Dorothy Vanderburg, intermediate teacher from Jackson, Michigan, began her duties as ACEI fellow for 1960-61 on July 1. She came a month early to give extra help prior to the dedication of the Childhood Education Center. She represents all ACE branches and especially those in the Great Lakes Region.

The Fellow's duties at headquarters are varied. She will help to prepare for the Association's annual conference, represent ACEI at meetings of other national groups, help to prepare publications and visit schools in different communities. She will interpret to staff and Executive Board a branch member's point of view.

Long active in ACE work in Michigan, Miss Vanderburg left the Michigan ACE presidency to accept the fellowship. Previously she served as editor of the *Michigan ACE Newsletter*, as state vice-president representing intermediate education and as president of the Jackson ACE. She has attended four recent ACEI study conferences and had responsibilities in connection with them.

Miss Vanderburg's teaching experience has been in the Jackson Public Schools and with young people in church and camp situations. A graduate of Central Michigan University, she has taken graduate work at The Ohio State University. When she is not teaching she lives with her family in Suttons Bay, near the heart of Michigan's cherry country.

Dorothy Vanderburg

Childhood Education Center

During the dedication ceremonies in August and until September 28, the Association was pleased to have an exhibit of kindergarten children's art from Paris, France, sponsored by the Cultural Division of the French Embassy. The exhibit's large murals and fifty colorful paintings drew many comments. This display was exhibited at the New York City Public Library before coming to the Association and was then sent on to Teachers College, Columbia University. Branch and international members of the Association will want to watch for the exhibit as it continues to tour the country.

This is one example of the kind of activity the Association expects to sponsor from time to time in its new headquarters building. We will try to keep you informed through this column of future activities in the Childhood Education Center.

1961 ACEI Study Conference

Omaha, Nebraska, has been selected as the location for the 1961 ACEI Study Conference. An outstanding program will be presented, and our hosts are making plans for a number of unusual field trips, as well as the usual school visiting. Plan now to attend the week of April 2. It is not too soon to put it on your calendar!

United Nations Day

On Monday, October 24, the United States joins with other nations throughout the world in celebrating the fifteenth anniversary of the founding of the United Nations. October 23-29 has been designated as United Nations Week. Those interested are asked to use this opportunity to plan programs in their local communities as a means of building understanding and good will. Helpful materials and a publications list may be secured from: American Association for the United Nations. 345 East 46th Street, New York 17.

Children's Book Week

November 13-19 is National Children's Book Week, the forty-second celebration of this event. Consult your local library for further information or write to Children's Book Council, Inc., 175 Fifth Avenue, New York 10.

The Children's Book Council prints a five-cent folder. *Aids To Choosing Books for*

Your Children. It includes the ACEI bibliographies. A permanent display of these book lists and books is open to the public in the Children's Book Council library. A special library of *new* books representing children's books published during the previous eighteen months opened September 1. When you are in New York City you might like to visit the library at the above address.

American Education Week

American Education Week (November 6-12) has as its theme, "Strengthen Schools for the Sixties." Information and materials may be obtained from: National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

You Were Represented

Advisory Committee of National Organizations, Washington, D. C., September 9, by Alberta L. Meyer, executive secretary.

Executive Committee of the Council of National Organizations (follow-up group for White House Conference on Children and Youth), New York City, September 13, by Alberta L. Meyer.

National Conference on Citizenship, Washington, D. C., September 16-20, by Dorothy Vanderburg, ACEI fellow.

Ideas for

Space and Beauty in School

Space, Arrangement, Beauty in School is an ACEI bulletin which contains descriptions and over seventy photos and line drawings showing schoolroom space-saving arrangements for nursery school, kindergarten and elementary grades; suggestions for bulletin boards and displays; sources for equipment and materials—books, films, filmstrips; and a guide to evaluate beauty in the classroom.

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Books for Children

Editor, HAZEL WILSON

The 1960-62 editor, Hazel Wilson, is a former librarian and now lecturer at George Washington University, Washington, D. C.

RASMUS AND THE VAGABOND. *By Astrid Lindgren. Translated by Gerry Bothmer and illustrated by Eric Palmquist. New York: The Viking Press, Inc., 625 Madison Ave., 1960. Pp. 192. $2.75.* The author of the amusing Pippi Longstocking stories has written a more serious and realistic story about an orphan boy in search of a father and a home. Rasmus hears and likes a line from a poem, "I'm not afraid of the open road." But when he runs away from the orphanage, he finds the open road frightening and lonely. Then he meets the lovable tramp, Oscar, who has a zest for wandering and a generous spirit toward a small boy. Yet Oscar does not want to accept the responsibility of being a father to Rasmus, a decision Rasmus refuses to accept. Both boys and girls will enjoy meeting Rasmus and his friend of the open road. *Ages 8-12.*—H.W.

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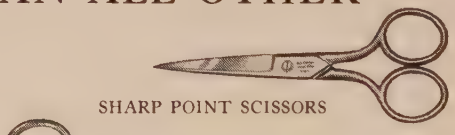

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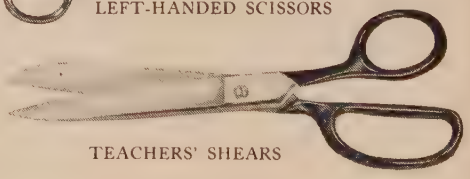

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INDIANS OF THE PLAINS. *By Eugene Rachlis and John C. Ewers. New York: American Heritage Publishing Co., 551*

(Continued on Page 80)

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Georgeanne Leeper unveils Mary E. Leeper plaque on Dedication Day.

Laura Hooper, program coordinator, projects plans at workshop in Multi-Purpose Room. French children's art work in background.

Olga Adams and Frances
greet Alice Miel and Agnes
Dedication speakers.

Betty McWilliams, Subscri
is pleased with new address

Epsie Young cuts flowers in garden near Multi-Purpose Room.

Photos by Ann Evry

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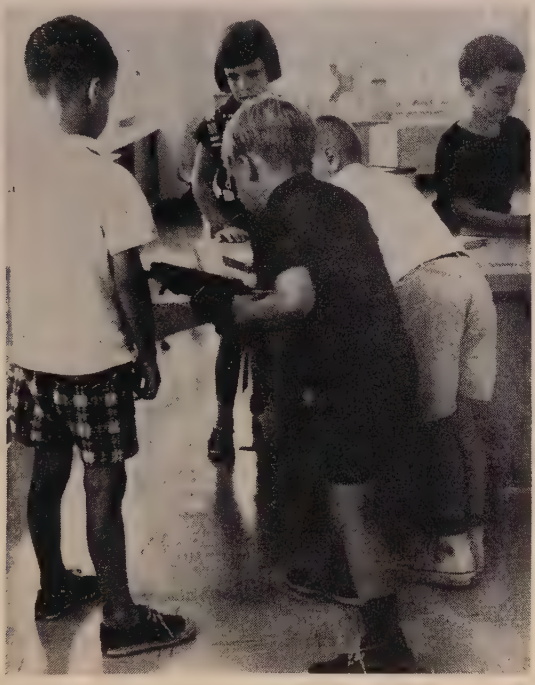
"Is this a school?" ask the children who try out materials and equipment in Display Room.



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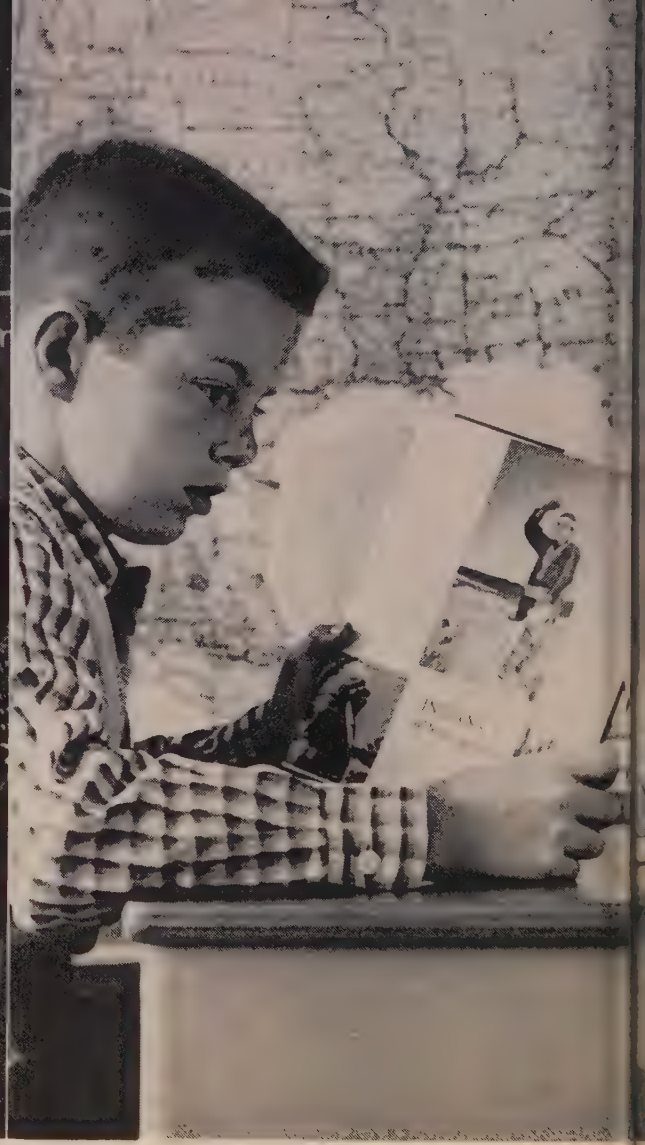

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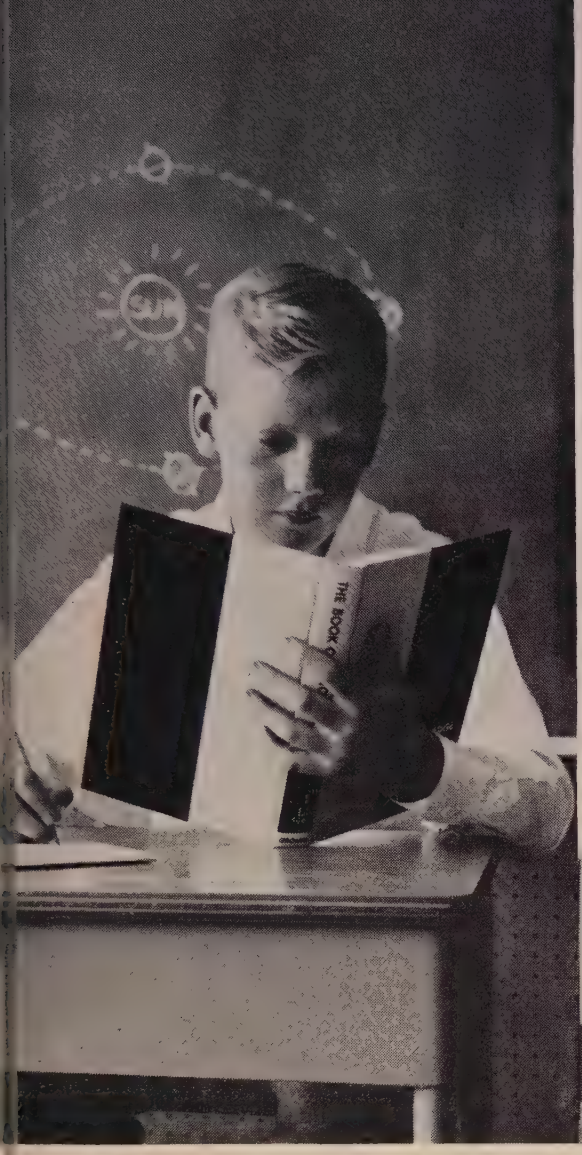

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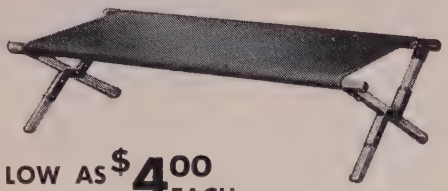

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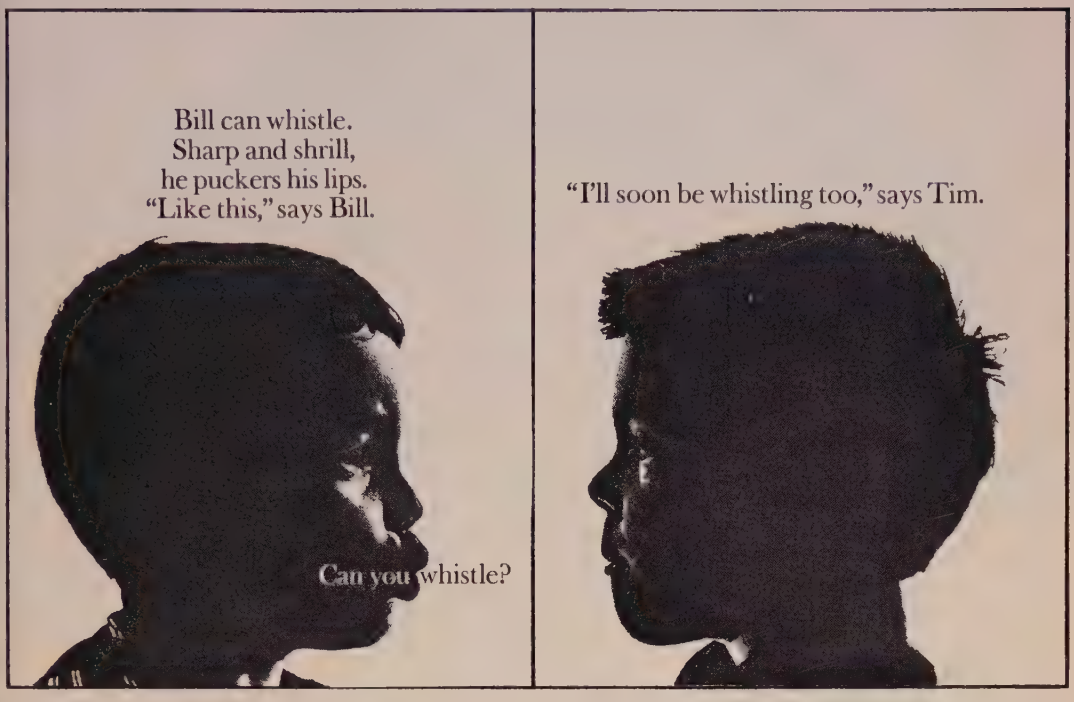
Bill can whistle.
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TEACHING IN THE ELEMENTARY SCHOOL. *By Celia B. Stendler. New York: Harcourt, Brace & Co., Inc., 383 Madison Ave., 1958. Pp. 541. $5.50.* The student when faced with a multitude of textbooks and courses dealing with teaching methods, child growth and development and psychology of learning, might feel somewhat at a loss in trying to get a glimpse of his future profession as a whole. It is to cope with this need of the student that this textbook in general elementary teaching methods has been written.

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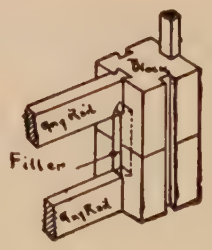

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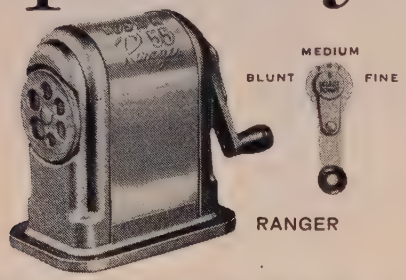

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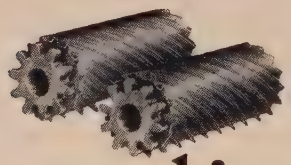

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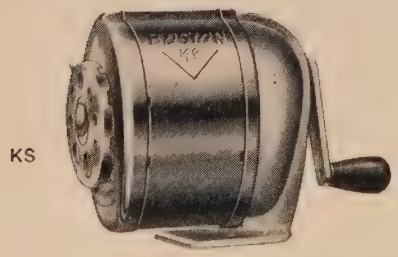

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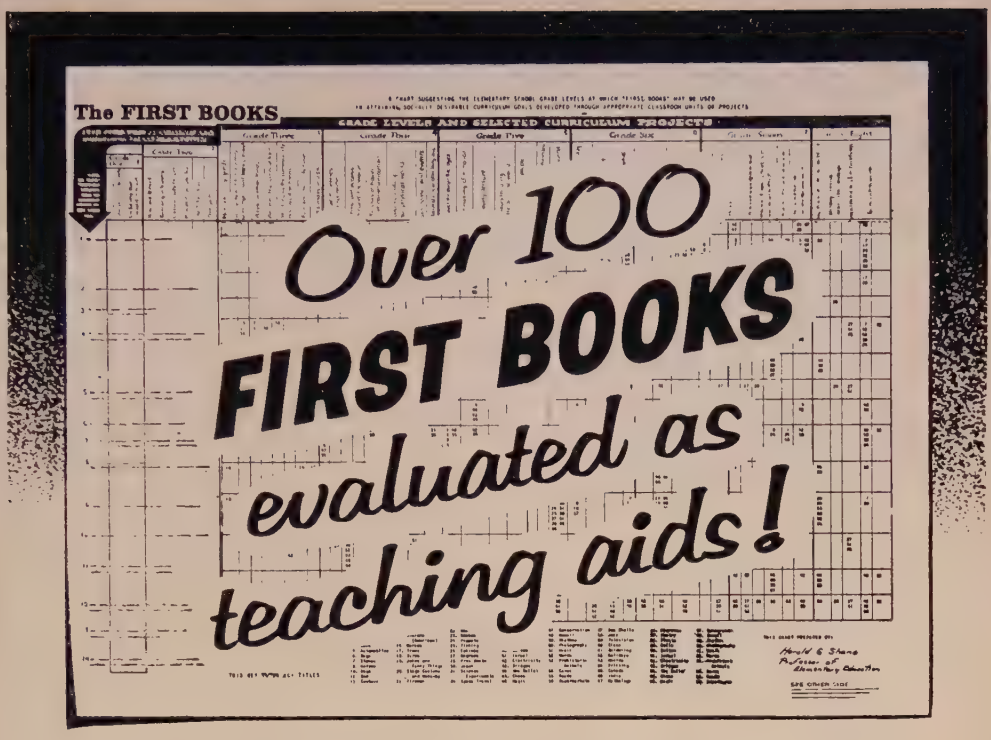
THE GIFTED GROUP AT MID-LIFE: THIRTY-FIVE YEARS' FOLLOW-UP OF THE SUPERIOR CHILD. *By Lewis M. Terman and Meleta H. Oden. Palo Alto, Calif.: Stanford University Press, 1959. Pp. 187. $4.50.* Terman and Oden have recently completed another phase of their magnum opus in the study of gifted children. Such diligence and painstaking care to ferret out psychological, social, educational and vocational data have few counterparts in the study of man. Even more remarkable is the retention of ninety-three per cent of the original subjects from which to elicit pertinent information. The generalizations derived from the 1947 study remain the same: *as a group*, the gifted demonstrate superiority in physical, mental, social and emotional stability; *spe-*



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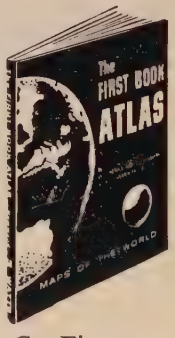

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cifically, the intellectual and scholastic achievements noted initially are substantially continued in adult life, and rather significantly the mental development of the gifted increases through at least age fifty. Probably the most important negative note is that thirty per cent of the college group did not graduate from college—a real loss in creative manpower. This book is not merely recommended for those interested in child development. It should be *required* reading.—*Reviewed by* LOUIS A. FLIEGLER, *Associate Professor, Syracuse University, N.Y.*

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PERSONALITY PATTERNS AND ORAL READING. *By Gladys Natchez. New York: New York University Press, 1959 (Published jointly by The Reading Institute, Division of General Education, and the School of Education, New York University). Pp. 98. $2.50.* This document is a first-rate study of the reactions of youngsters as they concern reading. The author has surveyed and compared the behaviors which are classified as dependence, aggression and withdrawal in children who are generally able readers and children who suffer from dyslexia.

Operating on the hypotheses that (1) the retarded reader will display more frustration-type reactions in the classroom than the non-retarded reader and (2) that the retarded reader will react to the reading situation in the way he reacts to frustrating situations in general, the author has created a research design which clearly establishes the fact that these hypotheses are accurate. The results, implications and discussion are clear.

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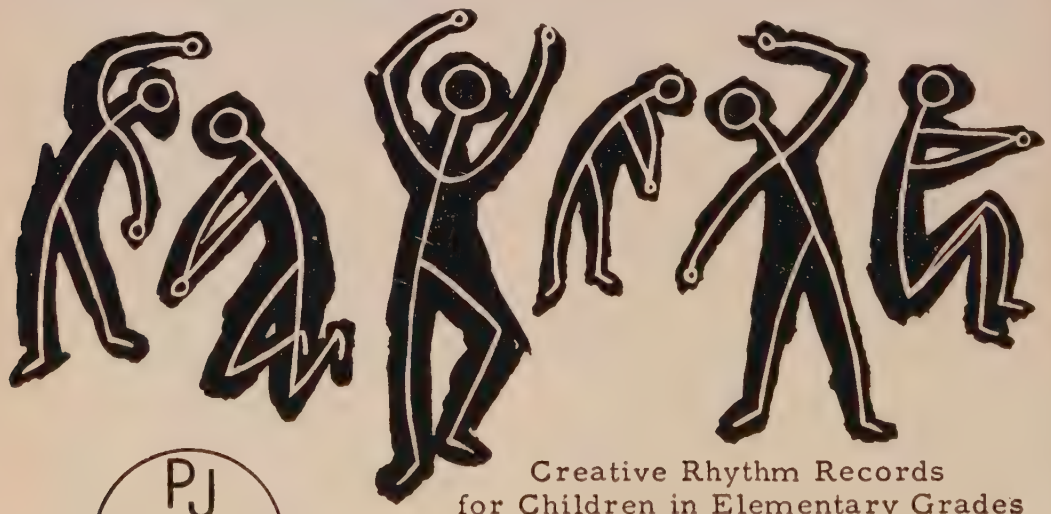

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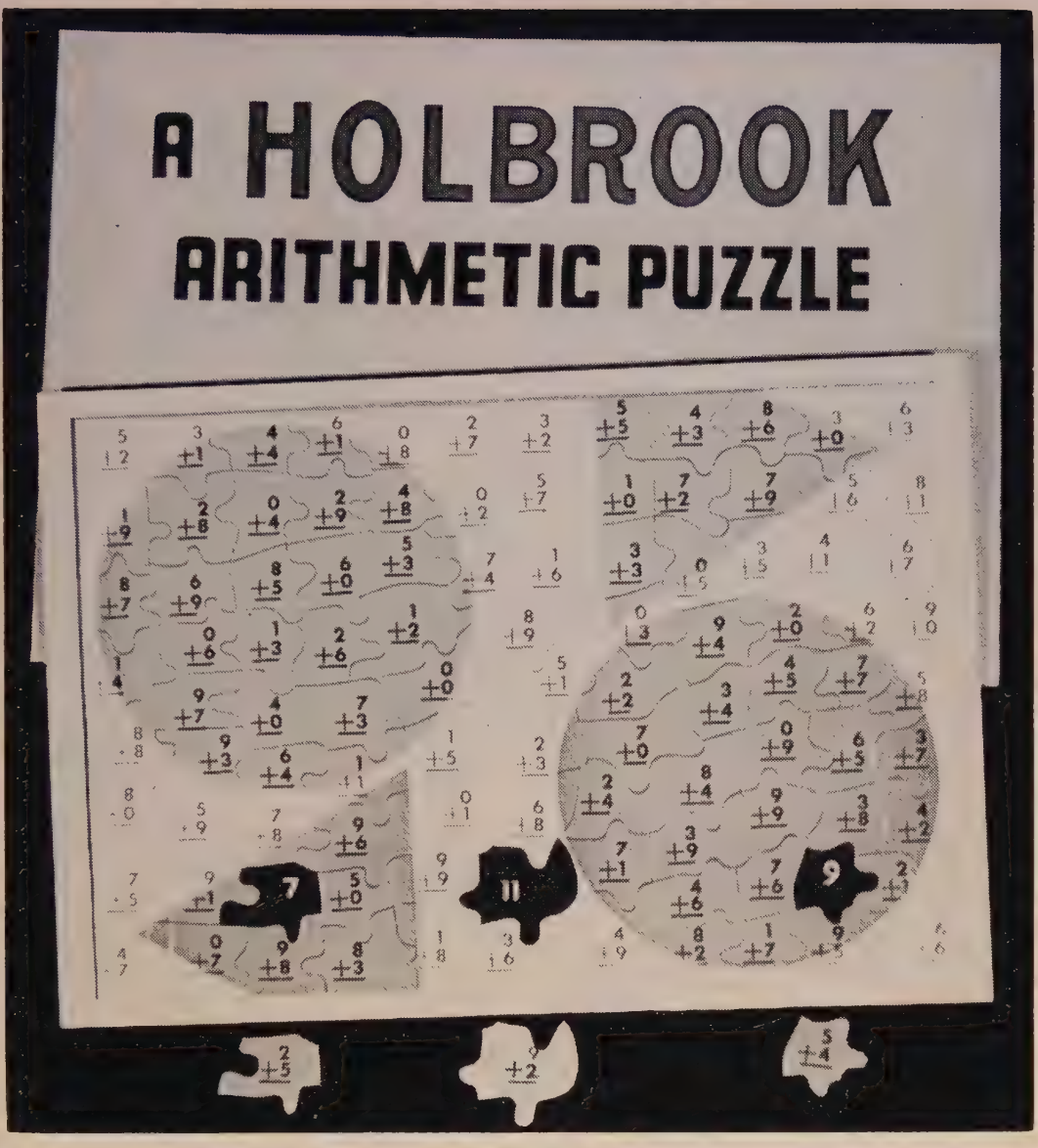

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"more sensible to direct concentrated attention to the reduction of frustration conditions in the primary grades." This is in keeping with the whole idea of the reorganization of our elementary schools.—*Reviewed by* MAURIE HILLSON, *Associate Professor of Education, Bucknell University, Lewisburg, Pa.*

OPERATING AUDIO-VISUAL EQUIPMENT. *By Sidney C. Eboch. San Francisco: Howard Chandler, Publisher, 660 Market St., 1960. Pp. 73. $1.75.* This bulletin explains and illustrates the operation and care of audio-visual equipment most commonly encountered in public schools and colleges and offers some valuable how-to-do-it information. It is useful for *all* teachers—elementary, secondary, college or church school. The author stresses that in order to have these machines do the best job, the teacher must know the fundamentals of operation and the proper method of handling them.

Teachers' apprehensions about using audio-visual equipment in their classes should be removed since the technical vocabulary of the subject is both explained and illustrated.

Two items of extreme importance are given as rules: (1) know the principles of operation and (2) never force the equipment. Experience has shown that lack of understanding the fundamentals of operation and poor judgment often cause damage to equipment.

The author has simplified the instructions on care and operation of equipment, giving the essential information on teacher-made materials, and has listed sources of materials and equipment.—*Reviewed by* STANFORD L. KUNKLE, *Principal, Lewisburg Joint High School, Pa.*

A HANDBOOK FOR THE NEW TEACHER. *By Willard Abraham, New York: Rinehart & Co., Inc., 232 Madison Ave., 1960. Pp. 60. $1.* The introduction poses questions frequently on the minds of those who are considering teaching as a career. The author attempts to elaborate on the basic list of questions and mentions that there will be some disappointments and frustrations if hopes have been built too high.

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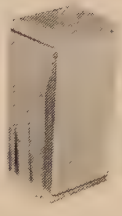

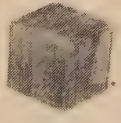

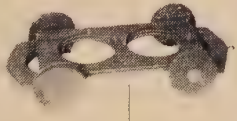

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The handbook would be helpful to the experienced teacher also.—*Reviewed by* M. EUGENE HUTCHINSON, *Acting Superintendent, Sunbury Area Schools, Pa.*

WHEN CHILDREN MOVE FROM SCHOOL TO SCHOOL. *Edited by Margaret Rasmussen. Washington 16, D. C.; Association for Childhood Education International, 3615 Wisconsin Ave., N.W., 1960. Pp. 36. 75c.*

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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL PROGRAM. *By Wilhelmina Hill. Washington 25, D. C.: Superintendent of Documents, U.S. Government Printing Office, 1960. Pp. 110. 50c.* The author addresses herself to teachers, supervisors and curriculum workers for the purpose of providing information about practices and trends in the social studies.

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tent in the social studies, methods of instruction, evaluation of outcomes and the teacher of social studies.

An especially helpful chapter deals with the many types of materials and resources used to achieve the goals of a social studies program. Many examples taken from recent curriculum guides are used to illustrate the ideas presented.

Educators will find this well-written publication interesting and worth while to read.—*Reviewed by* NICHOLAS F. TROISI, *Associate Professor of Education, College of Education, Plattsburgh, N.Y.*

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NEXT MONTH

In November, as in *all* months, ACEI'ers are thankful for the new Childhood Education Center. We have chosen this month to share with you Agnes Snyder's poem, "In Love and Reverence," written for and delivered at the Dedication of the new headquarters. The poem will appear in the center spread of CHILDHOOD EDUCATION.

Continued from last month will be the theme, "Conflicts Created by Pressures." Ethel Kawin, University of Chicago, leads off with the editorial and leaves us with this question, "To what pressures is this child being subjected and how capable is he of meeting them constructively?"

Alice V. Keliher, Jersey City College, asks, "Do we push children?" Her answer is "yes," if we agree on the meaning of "push." She pleads that we not confuse the word with mind-stretching or genuine motivation of learning. Some of the pressures Miss Keliher puts in the "push" category are: beginning academic learning early; paring the curriculum back to the 3 R's; returning to X-Y-Z grouping and "real marks"; subject-centered departmentalization.

"Adults exploit young children for their entertainment," declares Mary Layfield, Auburn University, Alabama. The following are some ways she cites: reading, writing and figuring before eyes, muscles of the hand and nervous systems are sufficiently matured; buying workbooks in place of balls, jump ropes and educational toys; scheduling varieties of lessons (dance, music and such) and planning elaborate parties.

"How Some Parents Choose a School for Their Under-Six Child" is a study by Marcia Boyer Forbes, Schriever, Louisiana, which brings out how they are located and reasons for selecting a school.

"Concerns for Children Are World Wide . . . in Borneo," news and reviews will also be included.

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Over the Editor's Desk

Dear Readers:

Mary Esther Leeper, executive secretary, 1930-1952, continues to contribute creative leadership to ACEI. Since 1955 she has worked with the Steering Committee on Securing Permanent ACEI Headquarters. Furthermore, she has worked with executive boards and staff to find the property, to communicate ways of working in ACE and ways of earning gifts for the Center, and to help plan the building. Association members have supported her *dream, idea* and *plan* for a Center designed for adults working *for* and *with* children. Mary Esther Leeper heads the list of "dedicated members" to which she refers in the following modest account:

Moving Forward

By Mary Esther Leeper

This is *ACEI's* dedication year! On August 14 the Childhood Education Center in Washington, D. C., was dedicated to the education and well-being of children. It is designed for use by adults who work with and for children. This building, the first home of an organization now sixty-eight years old, testifies to the ability of the members to:

recognize a need,
plan for meeting that need,
work to make plans materialize.

This Center means that ACEI work can be done more effectively and that gradually new services can be developed. To the public, it is a constant reminder that children and what happens to them are important.

The building dedication is the result of many people working together for a definite purpose. The human interest stories of this endeavor are varied and often thrilling. There were those individuals who: volunteered a monthly gift "for the duration"; baked bread for friends; gave stock certificates; sent deed for property later sold for several thousand dollars; donated earnings from baby-sitting; sent book royalties; gave money saved by an abbreviated vacation; donated dividends; gave income from guest riders in autos; shared honorariums. Others gave hours and days and weeks and years of volunteer labor. To do this some members traveled far and lived in Washington at their own expense. These gifts and many others were offered in the spirit of the sacrificial first gift of five thousand dollars presented fifteen years ago by the late Isabel Lazarus, then a retired Baltimore teacher. When presenting it she remarked, "Maybe some day this will help ACEI have its own library."

Many branches and state associations gave large cash gifts. Others sent generous earnings from book fairs; dramatic performances for children and adults; movies; family concerts; sales of stationery, candy, nuts, articles to make housekeeping easier; workshop fees; historic and beautiful home tours; fun nights.

Through their own enthusiasm for the Center, members influenced friends and relatives to become "ACEI Builders." A number of business firms also sent generous gifts.

By people working together, ACEI's dream has been realized. The Center has been dedicated. Such efforts will continue until the mortgage is cleared and the Center belongs wholly to ACEI members.

Now that we are in the Center, let us be joyful—yet not satisfied. Occupying the building will mean little to the improvement of opportunities for children *unless* we look out and beyond. We admire, respect and are grateful to the dedicated kindergarten teachers who had the vision and courage to bring this organization into being sixty-eight years ago. They chose the name, "International Kindergarten Union." We are grateful that we, the members of today, have the privilege of being the "ACEI Builders." But we dare not linger on the early history or even the immediate past. Our concern must be with the present and the future work of this organization. What are we doing today? What are we preparing to do in the years ahead? This responsibility calls for more than dedication of a building! It calls for the dedication or the rededication of every member of this Association.

As members rededicating ourselves to the purposes of the Association, we will recognize the importance of first rereading and meditating on ACEI's purpose as set forth in the Constitution. We will supplement this by also reading the current *Plan of Action.* Let us accept as an over-all working slogan the first statement of the purpose: *To work for the education and well-being of children.* Under this call to action, to what specifics shall we dedicate our efforts? What basic responsibilities are ours? Six areas seem at this time to call for serious dedicated effort by every member and every branch.

As dedicated members we will:

1. . . . Examine continuously and critically the philosophy or beliefs of ACEI as they are being expressed in both words and practices. As individuals and as groups we will participate earnestly in developing and putting into practice the Association's *Plan of Action.* We will give thought to how adequately ACEI's philosophy is expressed in branch and international conference and workshop programs, publications and information services. Are beliefs and practices being influenced properly by results of research?

2. . . . Review current research related to the growth of children and how they learn. Whenever possible, apply the results to our work with children. Suggest to ACEI's Executive Board and staff areas in which research is needed. Welcome opportunities to participate in action research in our community or school or classroom.

3. . . . Encourage the continuance of ACEI's "pioneering spirit" both in branches and the International Association. Suggest new ways of working, new projects that might be experimented with and evaluated. Recall such examples as: establishment of the kindergarten unit in France (at the close of World War I); study grants for teachers from Norway, Germany, Korea, Australia; sponsorship of and branch contacts made for Swedish, German, Filipino and South American teachers (at request of United States Government); joint sponsorship of groups visiting schools abroad; sample toys, school equipment and furniture, photos and bulletins sent to Germany, the Near and the Far East; cooperation of ACEI with American Library Association and National Congress of Parents and Teachers in developing CARE-UNESCO Children's Book Plan; introduction of study and discussion groups at ACEI Conference in 1934, studio or "doing" groups in 1937; change from adoption of the usual resolutions to a *Plan of Action;* initiation of Expansion Service Fund to cover unexpected opportunities for service; introduction of the ACEI Fellow plan whereby each year a teacher from a different region comes to headquarters to keep before board and staff reactions and feelings of a teacher of children and branch member, to enjoy experiences contributing to his own personal and professional development; Functional Display of commercial materials at 1950 Conference (materials approved by ACEI committees and made functional by their use in study and studio groups and by parents and children in the conference community); and the most recent pioneering in the erecting of a headquarters building that is more than an office building—a place where members, parents, children and other community workers, including policemen, may view changing exhibits, examine and use school equipment and materials.

What pioneering projects should ACEI or branches undertake next? What new ways of working will we suggest to our branch officers or to the ACEI Executive Board?

4. . . . Extend the use of the democratic process in all phases of ACEI work. Are all members being given an opportunity to make some contribution to their organization's program of service? Are all who need the services of ACEI in our community or state being given opportunities to enjoy and participate in such services? Are all those in our community who are concerned with children receiving information about local meetings, ACEI publications, conferences and information services?

5. . . . Use courage, wisdom, tact and determination in support of the quality of education that we believe is good for children. Speak out against the efforts of some zealous individuals and groups that would limit school programs to memorizing, not always learning, facts. Protest when plans for the education of children allow little or no time for individual practice in problem solving, for firsthand learning experiences, and for varied and satisfying creative activities. We will use all our knowledge about how learning takes place and about children to withstand efforts to de-

prive children of their right to develop to their full potential.

6. . . . Dedication to the improvement of opportunities for children demands looking far ahead, far beyond the walls of the ACEI Center, beyond the children we teach today, beyond our branch, beyond the International Association. We are told that within ten years man will have conquered interlunar space. We are further told that already technicians have plans on their "dream boards" that can immediately go into effect.

As educators what dreams and plans do we have in the making for the guidance of teachers, parents and others responsible for children in the years ahead? What qualities will be needed in this new space age? Initiative, ability to solve problems, creativeness, scholarship, urge for further knowledge, awareness of resources—these are some of the requisites needed in the new era.

What does such a concept suggest for today's school programs? What dreams does it stimulate regarding school programs in 1970? Dedicated ACEI members have much to do. ACEI Board and staff members need to know of your ideas, your dreams, your plans.

Mary E. Leeper greets Mrs. Lawrence G. Derthick following Dedication ceremonies.

In 1960 ACEI dedicates a building to the education and well-being of children two to twelve years of age. May we, the members, rededicate ourselves to the improvement of opportunities for children through renewed efforts to:

Examine ACEI's philosophy and practices.

Study and use results of recent research related to children and learning.

Foster continuance of the Association's "pioneering" spirit.

Demonstrate our belief in the value of the democratic process in all phases of Asssociation activities.

Use courage, wisdom, tact, determination in support of the quality of education we believe is best for children.

Cultivate our dreams and develop plans for education of children in the space age.

These things we can do as individuals, as members of branches and as members of the International Association. So we shall move forward toward our goals, knowing in our hearts we shall never reach them entirely. Dedicated people who are willing not only to dream and to plan but also to *work* will never have stationary goals for they, like the Association, will always be moving forward.

. . . and there is Mary Esther Leeper's declaration of faith in you, *the members.*

One of her early ACE "students,"

Margaret Rasmussen

ACE Branch Check List, 1960-61

Florine Harding, ACEI associate secretary responsible for the work of ACE branches, gives a way to check activities in the interest of children. How many suggestions has your branch used?

1.——*Have we a genuine concern for children—at home, at school or wherever they may be in the world?*

2.——*Are we encouraging our branch members to become international members of ACEI?* This membership (one year, $10; two years, $18) entitles you to receive all ACEI publications: subscription to CHILDHOOD EDUCATION (official journal), *Branch Exchange* (newsletter for branches), bulletins as released, *Yearbook.*

3.——*Have we helped community leaders become acquainted with the Plan of Action, ACEI's philosophy and plan of work for children?*

4.——*Have we planned our annual workshop around the Plan of Action (Beginnings of Education, Balanced Programs for Children, Pressures in School and Community)?*

——*Are we using* CHILDHOOD EDUCATION *content for study material?*

1960-61 Themes:

Sept: School and the Child's Potential
Oct: Pressures in School and Community
Nov: Conflicts Created by Pressures
Dec: Impression and Expression
Jan: Children Work with Ideas
Feb: Children Work with Skills
Mar: Looking at Practices
Apr: Children as Responsible Citizens
May: Teaching—Its Challenges and Satisfactions

5——*Has our publication representative sent for colored slides showing how publications are used?* Available from Editorial Department.

6.——*Have we asked dentists and other professional people to subscribe to* CHILDHOOD EDUCATION *so that more people may grow in understanding of children?*

7.——*Have we recommended When Children Move (or another bulletin) to PTA or other group program chairmen for study at their meetings?*

8.——*Have we sent for the Umbrella books?* Ask for a member's discount from Macmillan Company, New York (see publications list).

9.——*Has our membership chairman sent for Current Information, Plan of Action and publications list to interest prospective members?*

10.——*Have we sent for Children's Magazines and Newspapers, an annotated list useful to parents?* 10 cents per copy.

11.——*Have we written to ACEI Information Service for help in extending education downward?* Information on other topics is available.

12.——*Are we studying branch publications—Yearbook, Manual, Branch Exchange—and making use of them?*

13.——*Have we listed our branch meeting dates and programs in handbooks of many kinds (public and private institutions)?*

14.——*Are we sending copies of our branch programs to ACEI for use with other branches?*

15.——*Are we studying pending legislation affecting children two to twelve?*

16.——*Are we sending our quota of delegates to the 1961 ACEI Study Conference in Omaha the week of April 2?* See Article III, Section 1-g, Constitution.

17.——*Are we keeping informed through our UNESCO Committee on what is happening to children throughout the world?*

18.——*Have we sent for colored slides of the Childhood Education Center to show progress from Ground Breaking, May 1959, through Dedication, August 1960?* Available from Branch Department.

19.——*Are we making our Dedication contribution to help pay off the mortgage on the Center?* See *Branch Exchange* for news.

——*Or, are we already an "over-the-top" branch (an average contribution of $5 per member)?*

20.——*Are we helping to organize new branches in a nearby city, town or county?* This is a direct way of serving children and those who work with them.

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Music for Children's Living—96: Music experiences that contribute to development of children 2-12; singing, body movement and dramatization, listening, creating original music. 48p. 75¢.

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